ROUGH, ROUGH PROPOSAL FOR THE PRODUCT FROM OUR INQUIRY GROUP (Mentor text: CELA’s Reading and Writing Well in Middle School: <http://cela.albany.edu/publication/brochure/guidelines.pdf>; each of the major sections to include a short explanation of the concept; a bulleted list of what works/what doesn’t work; and a paragraph that shows a snapshot of classroom life)

**In introduction** need to include something about what it takes for a student to be placed in a remedial writing course. (Some universities don’t offer remedial writing!) Need to talk about ACT scores; introduction needs to refer to supporting documents, such as the NCTE/NWP/publication that presents the national research about high school/college writing disconnect); a summary of our work this year – must contextualize our document about this is Colorado, Front Range thinking)

**Part I: Myths we’ve uncovered**

Myth 1: The role of the formula; reality: students need to go much deeper; it’s about the thinking, not the formula.

Myth 2: Thesis statement (limited to one sentence, instruction that thesis is in 1st paragraph, ACT writing – scorers don’t always look at explicit thesis but look for an implied thesis sustained throughout the writing); reality:

Myth 3: College professors attend to conventions over ideas (or something like that). Reality: college professors attend to audience, voice, purpose, etc., etc.

Myth 4: Students need to master the literary analysis paper. Reality: preparing students to write in college requires much more than that.

Myth 5: (perhaps) It is the job of the English teacher to prepare students to succeed as writers in college. Reality: it is the job of all teachers; writing is contextual.

Other myths?

**Part II: Lessons learned:**

Lesson Learned: Something about teaching writing from an asset perspective rather than a deficit perspective

Lesson Learned: Some of our assignments restrict students from growing as writers; something about opportunities for good writing; something about intellectual risk taking

* more synthesis and exposure to multiple perspectives
* taking intellectual risks
* honoring/valuing voice
* something about depth of thinking

Lesson Learned: Writing as a developmental process; students aren’t “finished” as writers at the end of high school – this is a disposition to be nurtured.

Lesson Learned (maybe): teaching students how to become independent learners by using the concept of genre study as a way of empowering students to figure out what college instructors need/require.

Lesson Learned: something about the concept of rigor: what does it really mean?

Other lessons?

Part III: Supporting texts to read to understand this issue.